



**UNIVERSITY OF MAINE AT FARMINGTON
COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

Teacher's Name: Russell Warren **Lesson #: 3** **Facet:** Perspective

Grade Level: 9&10 **Numbers of Days:** 2 days

Topic: Themes, Color, and The World + *The Great Gatsby*

PART I:

Objectives

Students will understand that recurring themes are included to not only instill an idea, but give insight to our and the author's world.

Students will know what formed Fitzgerald's novel and theory on the 'American Dream'.

Students will be able to relate the themes of the novel to their own world.

Product: Prezi

Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment

Common Core State Standards

Content Area: English

Grade Level: 9 & 10

Domain: Reading - Literature

Cluster: Integration of Knowledge and Ideas

Standard #7: Analyze the representation of a subject or a key scene in two or more different artistic mediums, including what is emphasized or absent in each treatment.

Rationale: After building the students' knowledge of the novel *The Great Gatsby* and their understanding of the themes and ideas present in the Roaring Twenties, the third lesson will dive into representation. Students will learn how similar scenes can be represented differently, and what the different images say.

Assessments

Formative (Assessment for Learning)

Section I – checking for understanding during instruction

At the end of class, students will have to fill out an exit ticket assessing their learning of the day, asking them questions about the material and testing their comprehension.

Section II – timely feedback for products (self, peer, teacher)

- Students will fill out a cumulative checklist where they will evaluate their Prezi for content, clarity, and comprehension.

- Teacher will provide weekly feedback on the blog posts.

Summative (Assessment of Learning):

Prezi: Being able to analyze an artistic representation is an integral part of this unit. Students will create a Prezi project where they will adapt the knowledge they learned from the Art Gallery activity on a piece of artwork that is their choice, dissect the choices the artist made, and highlight the use of color. (20/150)

Integration

Technology:

Prezi will be used not to create a more interactive PowerPoint, but to look extremely closely at pieces of art. Students will learn how to effectively use Prezi as a tool for art critique.

Content Areas:

English: The blogger will be continually checked for proper syntax, grammar, and sentence structure. The students will also be directly relating the information learned in the classroom to their daily experiences, showing application and understanding of the material.

Art: Students in this lesson will be learning much about art style and technique. They will be required to assess, investigate, and critique a piece of art as well.

Groupings

Section I - Graphic Organizer & Cooperative Learning used during instruction

Students will use a Five W's chart to give a visual aid for what they should be looking for when they are viewing the pieces of art. It also adds to the idea that a piece of art is telling a story.

The Three Minute Review system will be integrated in the process of viewing the art pieces, allowing students to have a moment to speak to their classmates and voice any questions or concerns.

Section II – Groups and Roles for Product

The final product, the Prezi, will either be a singular project or a pair group – no more than two! Each student should go through the motions of assessing a piece of art.

Differentiated Instruction

MI Strategies

Verbal: Students will successfully construct their thoughts about the pieces of art through their worksheets and presentations.

Logic: Prezi will be utilized to the fullest by students who think logically and architecturally.

Visual: The Five W's are a visual interpretation of the students' thoughts.

Musical:

Kinesthetic: Students can move about the classroom during the hook and physically highlight interesting things within the art pieces.

Intrapersonal: Three Minute Reviews will be a class wide discussion for all students to engage and jump off ideas and collaborate.

Interpersonal: The exit tickets will be personally and privately responded to.

Naturalist:

Modifications/Accommodations

From IEP's (Individual Education Plan), 504's, ELLIDEP (English Language Learning Instructional Delivery Education Plan) I will review student's IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.

Plan for accommodating absent students:

I will upload all worksheets and links to the class blog and ask a student that was in class to share their work with the absent student, and urge the students to meet with me / form an email correspondence. In my blog posts will be a review of what occurred in class and links to all pieces of art we viewed, along with an explanation of their importance. They will also have to finish the same Quick Write blog post as the other students, just on a later deadline.

Extensions

Type II technology:

Students will effectively use Prezi as an art tool, using the incredible zooming capabilities to minutely exact detail on the piece of art they chose and effectively produce an argument about the piece of art they chose. Also, the blogger is based online using the blogger.com website, or whatever blogging site the students are most comfortable with. This digital record allows the students to look back on their work and revise, and also view other students' blog posts and collaborate on the Internet by commenting.

Gifted Students:

Gifted students, after walking through the art gallery with the other students, will have the opportunity to produce an explanation of one of the pieces of art that will be explained to the other students. They will also have the choice, if they wish, to create their own quick interpretation. The students will also have extra class time to work on their blog posts, and will be prompted with more difficult questions.

Materials, Resources and Technology

Printer

Printer paper

Color Ink

Laptops
Projector
Five W's
Notecards
Blog prompts

Source for Lesson Plan and Research

<http://literacy.purduecal.edu/STUDENT/ammessme/3MinPause.html> - Three Minute Review

<http://blogger.com/> - Blogger

<http://www.eduplace.com/graphicorganizer/pdf/5Ws.pdf> - Five W's Chart

<http://www.sparknotes.com/lit/gatsby/themes.html> - Themes, Motifs, and Symbols in the novel

<http://www.hrc.utexas.edu/educator/modules/teachingthetwenties/> - Teaching the Twenties

<http://www.1920-30.com/art/> - Art resource

<http://learningzoneclass.com/aoat11/ibarra/Art.html> - Art resource

PART II:

Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan) *Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO's. (3-5 pages)*

Room Arrangement: Half of the desks will be pushed to the walls to provide art piece stations. The other half will create a large table in the middle of the room.

Day One: Art Gallery (80 minutes)

- Hook: Art Gallery & scene from *Midnight in Paris*. I will explain that students have taken on the role of art critic, and that they will be looking at a pair of art pieces and be asked to critique them. I will also explain how this ties into our unit so far. (10)
- First Activity: Each group of students will view a pair of paintings and fill out their Five W's chart based on them. They will have to look at color, style, composition, meaning, and how the paintings compare and contrast. (20)
- Second Activity: The class will then listen as each group explains their pieces of art, how they relate, and what themes were present. (15)
- Third Activity: The Prezi product will be introduced and students will use the rest of the period to work on their presentations. Their painting will have to be focused on a specific character, color, or theme from the novel. (30)
- Assignment: Quick Write blog post – Do you think you could represent the themes of the art piece you chose for your Prezi in a more effective way? How? Also list questions, complaints, or any other thoughts you have. (5)

Day Two: Presentations (80 minutes)

- Opener: Blog synthesis - The teacher, after viewing the blogs, will lead a class discussion on any common points throughout the blogs, paying special attention to highlighting words specific students said. Use notecard activity. (10)
- First Activity: Time to polish Prezis (30)
- Second Activity: Activity: Present the Prezis from Lesson 3 in a Gallery Walk and wrap-up (40)

Students understand that different representations fulfill different meanings. This lesson is delving deep into the meat of this unit. The first two lessons provided a framework for these later lessons. Here, we look at how theme (lesson 1) and history/culture (lesson 2) play out in artistic representations other than a novel. The Five W's activity will be used as a map for what the students should be looking out for. This lesson will give students the tools to assess the images they see around them on a daily basis, and understand why certain images or colors are used in

lieu of others. They will understand that in a piece of visual art, just like in literary art, everything is there for a purpose.

Analyze the representation of a subject or a key scene in two or more different artistic mediums, including what is emphasized or absent in each treatment. This lesson is the first real embodiment of this standard, as students will be learning how to critique separate pieces of art. Questions for students to consider:

- Why would artists paint different pieces if the content was the same?
- How does color, composition, etc. affect how the audience views the piece?

Where, Why, What, Hook, Tailors: Verbal, Logic, Visual, Musical, Intrapersonal, Interpersonal

Students will know how the movie, book, etc. succeed/fail differently in their portrayals. (See content notes). This lesson will be all about how the students can approach artistic representation, and will give them the tools to use when they are assigned to analyze and critique pieces of art. The Five W's chart will be used as a sort of map for the students to follow while they analyze their specific pieces of art, showing them what to look out for and pay particular attention to (what's happening in the painting, colors used, composition and placement, themes being shown, what story is being told). Three Minute Reviews will be used throughout the class where students will have the opportunity to voice their opinions so far on the lesson and ask any questions. Each time this happens, each group should be with a different one. A final Quick Write blog post will ask the students how they would change a piece of art to show what they think should've been more obvious or prominent in the piece of art.

Equip, Explore, Rethink, Tailors: Verbal, Logic, Visual, Kinesthetic, Intrapersonal, Interpersonal, Naturalist

Students will be able to analyze the usage and choice of theme in representation. To showcase their high knowledge of art critique and analysis, the students will create a Prezi. This project will be worked on either in pairs or singularly – It's important each student has an introspective and personal experience analyzing a piece of art. They will have the opportunity to choose any piece of art they would like to, from the Renaissance to modern movie stills. Following the framework provided by the Five W's worksheet, the students will investigate their pieces, paying particular attention to theme and color. They will then drag their picture into Prezi, where they will use the zoom feature to close in on specific details of the painting that say a lot. As with all products in this unit and this classroom, students will have the opportunity to edit their presentation after receiving the final grade.

Explore, Experience, Rethink, Revise, Tailors: Verbal, Logic, Intrapersonal

Part of their blog assignments will include a Quick Write prompt where the students will think back on their knowledge and express any confusion or insights by responding to content questions. Students will have the assignment to read other students' blogs and respond to them as a peer review. Students will also personally grade their own and classmates' Prezis on checklists that look for content, correctness, and comprehension of the material. Finally, the teacher will provide constant comments and responses to the students' blog posts and present quick syntheses at the beginning of each class.

Evaluate, Tailors: Verbal, Logic, Interpersonal

Content Notes

Students will know...

This entire unit is based on comparing and contrasting different representations of the same material and content, and figuring out what is successful and what isn't. The first two lessons provided a framework for the rest of the unit, allowing the students to delve into their understanding of the novel and its themes, as well as learning about the lifestyle and culture of the Roaring Twenties and how that affected Fitzgerald's novel. Using these as scaffolding for the meat of the unit, Lesson 3 will introduce the idea of representation to the students.

This lesson, which lasts for only one day, will be mostly focused in an Art Gallery format. The following eight paintings, in pairs, will be showcased around the room. The class will split into four groups and be assigned a pair of paintings to become art critics and masters of. Using a Five Ws' chart they will minutely analyze the pairs of paintings, comparing and contrasting the different themes, colors, compositions, images, etc. used in the pieces of art. It will be reminded that students should remember about the social, political, and economic information on the Roaring Twenties they learned to help them analyze certain pieces. The painting pairs are as follows:

- 1) The Woman – Paintings are [Edward Hopper's Automat](#) and [Da Vinci's Mona Lisa](#). These are two very separate pieces of art, but with the same focus – a woman. *Mona Lisa* is bright, healthy, amidst a background of lush hillsides. The woman in *Automat* is sad, her head hanging, as she sits in a depressingly empty diner.
- 2) The Diners – Paintings are [Edward Hopper's New York Restaurant](#) and [Rombout's The Meal](#). While the latter showcases a lively, focused, and happy scene, Hopper's once again paints a picture of faces amidst a sea of anonymity.
- 3) The Gods – [The entrance to Rockefeller Plaza](#) and [an Ancient Greek vase design](#). The purely Art Deco sculpture of Zeus that looms above the entrance to New York's Rockefeller Plaza dwarfs the Zeus from Ancient Greece, who, adorned with metaphors, dances on the side of a decorative vase.
- 4) The Dream - [Jose Sert's mural at the entrance of Rockefeller Plaza titled American Progress](#) and [John Gast's painting American Progress](#). While both paintings have the same name and use the same ideas to form the images, they are strikingly different. One shows the divine light of a woman in white cascading across rich farmlands, while the other dominates with rippling bodies and heavy machinery.

Handouts

Five W's Chart

Prezi checklists

Quick Write assignments

Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale

Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Learning Styles

Clipboard: Students will utilize a worksheet that requires planned organization, comparing and contrasting the art. This will be carried over into the Prezi, which requires detailed, rational responses and clear, coherent wording to convey meaning.

Microscope: Students will be assigned to think analytically through this lesson. They will be required to investigate the themes and motifs in two paintings, figure out how they affect the images, and come to a conclusion based on the information they discover.

Puppy: Throughout class discussion, students' feelings and opinions will be supported and the room will foster positivity and creativity. The blog synthesis will address specific students and praise them, give constructive criticism, or answer questions, all on a personal basis.

Beach Ball: This activity is based on students' perception of art, so there will be a lot of back and forth from peer to peer and from student to teacher.

Rationale: Lesson 3 is a workshop of artistic critique. Students will have to analyze pieces of art and cohesively and correctly represent their ideas about the paintings, providing support. All students' opinions are valid, and there will be many as this class makes room for constant discussion.

Standard 6 - Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Formative: Using the Five W's worksheet, the Three Minute Reviews, and exit tickets, the teacher will be

able to form an idea about the students' content knowledge and comprehension. As always, the blog posts will be focused on the student responding to their experiences in class, and I will look for areas lacking understanding and specific stressors.

Summative: The Prezi will test the student's understanding of art critique, and how theme and culture play into a piece of art. They will have to minutely look at the art and provide supporting images to their argument. At the end of the unit, the blog posts will be graded for comprehension, clarity, and completion. As all students' opinions are justifiable, they will not be graded for 'correctness', but their explanation of their thoughts and progress. The Quick Write portions will allow the teacher to grade some of the blog entries in a more objective manner, paying attention to factuality.

Rationale: All of the formative assessments assigned are designed to aid the students in their discovery of the content as well as aid the teacher in understanding what the students are taking from the lesson. The summative assessments bring together their knowledge from this lesson, as well as the two previous, to form an example of their comprehension. The blog posts, as a summative assessment, will allow the teacher to grade for growing content comprehension, linguistic and writing skills, and enhanced application of the subject matter.

Rationale:

Standard 7 - Planning Instruction. *The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

Content Knowledge:

(See Content Notes)

MLR or CCSS: *Analyze the representation of a subject or a key scene in two or more different artistic mediums, including what is emphasized or absent in each treatment*

Common Core State Standards

Content Area: English

Grade Level: 9 & 10

Domain: Reading - Literature

Cluster: Integration of Knowledge and Ideas

Facet: Students will analyze the usage and choice of themes in separate representations.

Standard 8 - Instructional Strategies. *The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

MI Strategies:

Verbal: Students will successfully construct their thoughts about the pieces of art through their worksheets and presentations.

Logic: Prezi will be utilized to the fullest by students who think logically and architecturally.

Visual: The Five W's are a visual interpretation of the students' thoughts.

Musical:

Kinesthetic: Students can move about the classroom during the hook and physically highlight interesting things within the art pieces.

Intrapersonal: Three Minute Reviews will be a class wide discussion for all students to engage and jump off ideas and collaborate.

Interpersonal: The exit tickets will be personally and privately responded to.

Naturalist:

Type II Technology:

Prezi

Rationale: While this lesson does not make way for all MIs, it successfully utilizing quite a few. Verbal and logical students will find this exhilarating, having to extrapolate information from pieces of art and correctly explain their opinions. Visual students will have a blast as well, as this lesson's focus is on art. There will be plenty of opportunity for both group and personal work.

NETS STANDARDS FOR TEACHERS

1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

- a. Promote, support, and model creative and innovative thinking and inventiveness
- b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

Rationale: The entire lesson will require students to think abstractly on the material and understand the content. The best way to do this is through fun. Students will have the opportunity to create their own unique representations information they learned by creating a Prezi. Student interaction will also be fostered, students having the ability to work with others to discuss ideas and come to conclusions.

2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.

- a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

Rationale: The lesson will utilize the online service Prezi to enhance their learning. They will use the service to create an in-depth analysis of a piece of art. They can use the group feature of Google Drive to work collaboratively and come to group conclusions together online.